

OAKWAY MIDDLE
150 Schoolhouse Road
Westminster, South Carolina 29693

GRADES 6-8 Middle School

ENROLLMENT 296 Students

PRINCIPAL Dr. Bonnie B. Rushlow 864-972-9531

SUPERINTENDENT Dr. Valerie Truesdale 864-638-4000

BOARD CHAIR Harry B. Mays, Jr. 864-972-2136

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	17	25	5	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

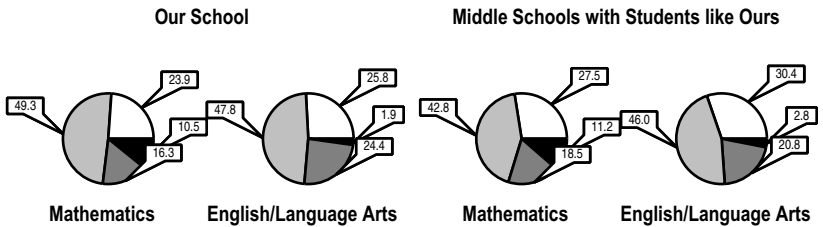
FOR MORE INFORMATION, VISIT WEBSITES AT:




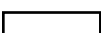
WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	24	80	33
Percent satisfied with learning environment	78.3%	69.6%	87.5%
Percent satisfied with social and physical environment	91.3%	73.8%	75.0%
Percent satisfied with home-school relations	70.8%	78.8%	78.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	298	99.3	25.8	47.8	24.4	1.9	26.3	17.6
Gender								
Male	160	98.8	34.6	40.4	24.0	1.0	25.0	17.6
Female	138	100.0	15.7	55.9	25.5	2.9	28.4	17.6
Racial/Ethnic Group								
White	287	99.3	25.1	47.2	25.6	2.0	27.6	17.6
African-American	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	220	99.5	24.9	48.8	24.4	2.0	26.4	17.6
Disabled	78	98.7	N/A	N/A	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	298	99.3	25.2	48.1	24.8	1.9	26.7	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	298	99.3	24.9	48.3	24.9	2.0	26.8	17.6
Socio-Economic Status								
Subsidized meals	138	98.6	31.2	50.6	16.9	1.3	18.2	17.6
Full-pay meals	160	100.0	21.7	46.5	29.5	2.3	31.8	17.6

Mathematics								
All students	298	99.3	23.9	49.3	16.3	10.5	26.8	15.5
Gender								
Male	160	99.4	21.2	43.3	20.2	15.4	35.6	15.5
Female	138	99.3	27.5	53.9	12.7	5.9	18.6	15.5
Racial/Ethnic Group								
White	287	99.3	23.1	49.2	16.6	11.1	27.6	15.5
African-American	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	220	100.0	23.4	49.3	16.4	10.9	27.4	15.5
Disabled	78	97.4	N/A	N/A	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	298	99.3	24.3	48.5	16.5	10.7	27.2	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	298	99.3	24.4	48.3	16.6	10.7	27.3	15.5
Socio-Economic Status								
Subsidized meals	138	98.6	28.6	54.5	11.7	5.2	16.9	15.5
Full-pay meals	160	100.0	21.7	45.0	19.4	14.0	33.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
-----	----------------	-----	---------------	-----	--------------	-----	---------------------

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	92	N/A	29.3	40.2	26.1	4.3	30.4
	Grade 7	83	N/A	31.7	52.4	15.9	N/A	15.9
	Grade 8	99	N/A	28.6	39.8	27.6	4.1	31.6
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	103	99.0	36.3	38.8	21.3	3.8	25.0
	Grade 7	100	100.0	17.5	49.2	33.3	N/A	33.3
	Grade 8	95	98.9	21.2	57.6	19.7	1.5	21.2
Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	92	N/A	30.4	45.7	14.1	9.8	23.9
	Grade 7	83	N/A	47.0	39.8	6.0	7.2	13.3
	Grade 8	99	N/A	40.8	53.1	4.1	2.0	6.1
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	103	100.0	12.5	43.8	26.3	17.5	43.8
	Grade 7	100	100.0	31.7	42.9	12.7	12.7	25.4
	Grade 8	95	97.9	30.3	62.1	7.6	N/A	7.6

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 296)				
Students enrolled in high school credit courses (grades 7 & 8)	2.6%	Down from 11.5%	16.2%	14.4%
Retention rate	2.9%	Up from 2.6%	2.3%	2.3%
Attendance rate	96.4%	Up from 95.9%	95.4%	95.2%
Eligible for gifted and talented	5.2%	Down from 6.3%	16.2%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	24.9%	Down from 29.0%	14.9%	14.1%
Older than usual for grade	5.7%	Up from 3.0%	4.8%	4.9%
Suspended or expelled	1.4%	Down from 2.4%	1.3%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 24)				
Teachers with advanced degrees	41.7%	Down from 45.5%	49.0%	47.1%
Continuing contract teachers	91.7%	Up from 81.8%	85.5%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.6%	Up from 78.8%	86.3%	84.3%
Teacher attendance rate	94.0%	Up from 90.7%	95.3%	95.0%
Average teacher salary	\$40,142	Down 3.7%	\$40,369	\$39,924
Prof. development days/teacher	14.4 days	Down from 15.7 days	10.5 days	10.7 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio	20.3 to 1	Down from 24.5 to 1	21.7 to 1	21.0 to 1
Prime instructional time	88.4%	Up from 83.5%	89.0%	88.9%
Dollars spent per pupil*	\$6,758	Down 4.3%	\$5,659	\$5,854
Percent spent on teacher salaries*	51.1%	Down from 54.1%	62.3%	62.0%
Opportunities in the arts	Excellent	Up from Good	Good	Good
Parents attending conferences	94.5%	Up from 87.8%	94.5%	94.8%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"With the support of home and community, Oakway Middle School is committed to academic excellence and to the development of individual strengths and talents in a secure and supportive environment where personal responsibility and respect for the rights of others are fostered." As our mission states, we believe that teachers, students, parents, staff, administrators, and other community members must work together to educate the future leaders of our world.

During the past year, we have focused on three main goals: (1) Students will demonstrate personal commitments to producing quality work and to striving for academic excellence; (2) Students will demonstrate effective problem-solving skills; and (3) Students will accept responsibility for their actions, learn to respect others, understand the responsibilities of citizenship, demonstrate ethical behavior, and appreciate the diversity and interdependence of all people.

Oakway Middle students continue to excel in academics, athletics, and the arts. Our school curriculum emphasizes critical and creative problem-solving skills and teachers stress communication skills in all disciplines. After-school tutorial sessions are provided for those students who need additional assistance. All students are enrolled in a daily fine arts class throughout the school year, and all have an opportunity to take the national recognized pre-engineering program, Project Lead the Way. In addition, students are encouraged to participate in the many clubs and extra-curricular activities that are offered. These have helped to promote teamwork, multi-disciplinary learning, and school and community pride, as well as have provided authentic inquiry-based opportunities for our students. We have received grants to enhance classroom instruction, to add a dance education program, to expand our focus on integrating the arts and technology across the curriculum, and to implement other school-wide initiatives.

As a recipient of this year's "Red Carpet School" award, we are pleased to be recognized as a "school that provides a warm, friendly environment where people not only are welcomed but are made to feel part of the school family." Oakway Middle School will continue to strive for excellence by providing a comprehensive, standards-based curriculum that is designed to meet the individual needs of every student.

Dr. Bonnie B. Rushlow
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.